



A Study On The Perception Of 8th Std Teachers Towards Tamilnadu State Board Mathematics Curriculum

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Abstract

The investigator taken up a study to know the perception of teachers about mathematics curriculum of present 8th std education of Tamilnadu state board. A sample of 210 teachers was selected with simple random sampling from the schools affiliated to Tamilnadu state board of greater Chennai. Self-made tool was used. This tool consisting of five components of curriculum assessment i.e. Concept; Teaching-Learning Process; Text book; Assessments of learning, School infrastructure and Human Resource. Here the researcher taken up three components to study the teacher's perception. The perception of the teachers on the 8th std mathematics Curriculum was analysed on the basis of educational qualification and teaching experience. The findings showed that significant difference is found in the perceptions of the Teachers with respect to the concept of mathematics curriculum and no significant difference in the perceptions of the Teachers with respect to the teaching-learning process, assessments of learning on the basis of their educational qualifications and no significant difference in the perception of the Teachers with respect to the concepts of mathematics curriculum, teaching-learning process and assessments on the basis of their teaching experience.

Keywords- perception, teachers ,8th std Mathematics Curriculum.

Introduction

School education plays an important role in the development of an individual and the nation as a quality one. For any curriculum to be effective, it has to constantly reform itself on the basis of researches conducted. The National Curriculum Framework (NCF) 2005 lights' constructivist education in order to make education more relevant to our current and future needs. It recommends connecting knowledge to life outside the school environment; ensuring that learning should be shifted away from rote learning; enriching the curriculum should provide for all round development of children rather than remain bookish centric; and making test and examinations more flexible and integrated into classroom one.

Review of Related Literature

The article titled 'Foreign degree holders better skilled for jobs' survey shows most of the companies felt that foreign degree holders have better technical skills for jobs compared to Indian university degree holders. Subject-knowledge related to the work was ranked the far most important by the companies, followed by better communication skills, problem solving skill and critical thinking skills. Inter-personal skills, the ability to work with different category groups of people, leadership experience and the ability to work hard, were placed lower down the order.

Qutbi Alam and Ayesha Bashir Uddin (2013), studied the improvement of Oral Communication Skills (OCS's) of Pakistan's Public School's Grade 6 students who have a lack of opportunities and are seldom exposed to the English language generally and OCS's in particular. Since more importance is given to reading and writing skills of English in which results overlook the importance of OCSs and due to which students are found to be silent, shy or have a profound fear of being wrong. Findings of pre- and post- intervention phases of four participants revealed that children's OCSs had shown a marked improvement by giving opportunities to practice oral languages, providing conducive learning environment and using new teaching strategies. It shows new ways to improve students' speaking skills and has implications for second language learners and teachers.

Need of the study

A good curriculum should meet all the objectives proposed by educational institution and it should be a stress-free atmosphere. This study is an attempt to identifying the strengths and short-comings of the prevalent curriculum, keeping in focus the objectives proposed by the NCF 2005 and the current needs of the society. It seeks to develop a better and complete understanding of the present educational practice.

Statement of the Problem: A Study on The Perception Of 8th Std Teachers Towards Tamilnadu State Board Mathematics Curriculum

Operational Definitions

1) 8th std Mathematics Curriculum - The concepts of Mathematics curriculum, teaching-learning process, assessments necessary to be developed in children between the ages of eleven to fourteen.

Aim

To study the perceptions of 8th std teachers towards Tamilnadu State Board 8th std Mathematics Curriculum

Objectives of the Study

1) To analyse the perception of 8th std teachers on the Mathematics Curriculum on the basis of their educational qualifications and teaching experience.

- 2) To analyse the perception of the teachers on the 8th std Mathematics Curriculum on the following elements of curriculum – Concepts of curriculum, Teaching-Learning Process, Assessment of learning.

Null Hypotheses

1) There is no significant difference in the perception of the teachers on the Tamilnadu State Board 8th std Mathematics Curriculum on the basis of their educational qualification and teaching experience.

2) There is no significant difference in the perception of the teachers on the TamilNadu State Board 8th std Mathematics Curriculum on the following areas of curriculum. Concepts of curriculum, Teaching-Learning Process, Assessments of learning.

Scope and limitations

1) The study has been limited to only 8th std level, and not the pre-primary, primary, secondary levels.

2) The study has been limited only to the school curriculum of the tamilNadu State Board State Board and does not include school curricula of any other Boards.

Research Design

Research Methodology- In the present study, the investigator has been adopted Descriptive Research Methodology. The present study has used- the Survey Research. 2) Sample - In the present study, the sample comprised of Teachers of the 8th std Level teaching of the TamilNadu State Board Mathematics Curriculum in Chennai. 3) Tools of research - For the present study, the researcher prepared a self-made tool, that is, a ‘Teacher’s perception questionnaire towards 8th std Education’ as a tool of research. It contained 63 statements covering 7 areas – Concepts of curriculum; Teaching-Learning Process; Assessment of learning; TextBook; Co-curricular activities; school infrastructure; Human resources which the respondents Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree would rate as 1, 2, 3, 4 & 5. The researcher did an Internal Consistency Reliability using Cronbach’s α for each area of the tool. The Reliability of the said tool was 0.97%.

Data Analysis and Interpretations

Table 1.

Showing F ratio for the Overall perception about Mathematics curriculum assessment by teachers on the basis of their Educational Qualification

Components of 8 th std Education	Sources of variation	N	df	Mean Square (MS)	F Value	P - Value
	Between groups	217	2	168.21	3.83	0.02

Concepts of curriculum	Within groups		214	43.88		
Teaching-Learning process	Between groups	217	2	50.28	2.41	0.09
	Within groups ²		214	20.82		
Assessment of learning	Between groups	217	2	11.38	0.52	0.59
	Within groups		214	21.74		

In the area of concepts of curriculum, the obtained value of F is 3.83 and the P – Value is 0.02. Therefore, the null hypothesis is rejected. This indicates that there is a significant difference in the perceptions of the Teachers respect to the concepts of mathematics curriculum of the Tamilnadu State Board 8th std Education on the basis of educational qualifications. Whereas in the other two areas of teaching-learning process, assessment of learning, the obtained values of F are 2.41; and 0.52 respectively. And the P – values are 0.09; and 0.59 respectively. Therefore, the null hypothesis is accepted. The null hypothesis being accepted indicates that there is no significant difference in the perceptions of the Teachers with respect to the teaching-learning process, assessment of learning of the TamilNadu State Board 8th std Education on the basis of their educational qualifications.

Table 2. Showing F ratio for the Overall perception about mathematics curriculum assessment by teachers on the basis of their Teaching Experience

Components of 8th std Education	Sources of variation	N	df	Mean Square (MS)	F Value	P – Value
Concepts of curriculum	Between groups	217	2	169.27	3.11	0.12
	Within groups		214	44.57		
Teaching-Learning process	Between groups	217	2	33.53	1.59	0.20
	Within groups ²		214	20.98		
Assessment of learning	Between groups	217	2	7.17	0.32	0.71
	Within groups		214	21.78		

In the areas of concepts, teaching-learning process, assessment of learning, the obtained values of F are 3.11; 1.59; and 0.32. The P – values obtained are 0.02; 0.20; and 0.71. Therefore, the null hypothesis is rejected. This indicates that there is a significant difference in the perceptions of the Teachers respect to the concepts of mathematics curriculum of the Tamilnadu State Board 8th std Education on the basis of teaching experience. Whereas in the other two areas of teaching-learning process, assessment of learning, the obtained values of F are 1.59; and 0.32 respectively. And the P – values are 0.20; and 0.71 respectively. Therefore, the null hypothesis is accepted. The null hypothesis being accepted indicates that there is no significant difference in the perceptions of the Teachers with respect to the teaching-learning process, assessment of learning of the TamilNadu State Board 8th std Education on the basis of their teaching experience.

Findings

1) There is a significant difference is found in the perceptions of the Teachers with respect to the concepts of mathematics curriculum and no significant difference in the perceptions of the Teachers with respect to the teaching-learning process, assessment of learning on the basis of their educational qualifications.

2) There is a significant difference is found in the perceptions of the Teachers with respect to the concepts of mathematics curriculum and no significant difference in the perceptions of the Teachers with respect to the teaching-learning process, assessment of learning on the basis of their teaching experience.

Conclusion

In conclusion, the researcher is of the opinion that knowledge of the results can be beneficial to Principal, Teachers, Teacher Educators, and Policy Makers and so on, to develop a more comprehensive curriculum to meet the needs of the society. The researcher hopes that based on the perceptions of the teachers, in this study, it will help to improve the quality of the Tamilnadu State Board 8th std Education.

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